

CONCEPTUAL FOUNDATIONS OF THE PROCESS OF FORMING THE LEGAL COMPETENCE OF STUDENTS OF PEDAGOGICAL DIRECTIONS

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ABSTRACT

This article describes the conceptual basis of the process of formation of legal competence of students in the field of pedagogy, different approaches to it, their content and essence.

Keywords: Student, legal competence, person-centered education, systematic approach, systematic analysis, axiological approach, competency approach.

INTRODUCTION

The process of forming the legal competence of students of pedagogical specialties takes place in time and space, which do not have a constant, respectively, the process itself has continuity, unevenness, interdependence on situational external (objective) and internal (subjective) factors.

Today, the role of economic, socio-cultural and socio-political factors and goals of modernizing the education system is growing, affecting the process of forming the legal competence of young people. The transition to a humanistic paradigm of education becomes one of the leading directions of its development as a system, there is a humanization of knowledge, an active erasure of the boundaries between natural science and humanitarian knowledge, the active formation of interdisciplinary knowledge, in which sciences are united in the process of solving a specific problem. The highest goal is the harmonious development of the personality, the meta-subjectness of educational results.

Investigating the process of forming the legal competence of students of pedagogical directions as a personal and professionally significant quality, as a key competence of the individual, designing its pedagogical model, it is necessary to determine the conceptual foundations of this process in accordance with the goals, objectives and priority areas of modernization of the education system at all levels. Conceptual foundations play the role of the scientific aspect in an integral system of components of the integration of science and practice (scientific, applied, practical and organizational aspects).

The conceptual framework for the process of forming legal the competencies of students of pedagogical directions are:

The provisions of the systems approach and systems analysis as direction of methodology of scientific knowledge and social practice, which are based on the consideration of objects as systems.

Synergistic provisions on the development of open systems, their nonlinear dynamics in the analysis of socio-psychological problems of the individual and society.

Materials and methods

The foundations of the synergetic approach in science are recognized as the systems approach, control theory, the theory of forecasting multidimensional, nonlinear, open processes and phenomena. The multidimensional complex nature of the phenomena, objects, processes that are in constant development studied by science is also called as the basis of the synergetic approach. Another component of the foundation of this approach is the open nature of educational systems (Belikov, 2002), which have:

- nonlinearity - in changing the content of education, process and result, it is always different from the ideas of the participants;
- openness, manifested in the process of constant exchange information between subjects (feedback, interaction);
- non-equilibrium - in a constant increase in the information space, which brings the education system out of balance due to the inconsistency with the system of knowledge and skills of students at the moment;
- multivariance - in terms of choice, providing each subject with the possibility of an individual movement towards success, stimulating independent choice and making a responsible decision;
- self-organization - in the presence of interaction between subjects.

An axiological approach, which, as one of the main methodological approaches of modern pedagogy and psychology, is based on the study of not an abstract, but a concrete person with his values, ideals, problems.

Competence-based approach, the concept of the activity-competence approach. The competence-based approach is currently the basis for updating the content of education. It contributes to overcoming the traditional cognitive orientations of education, innovations in the content of education, its methods and technologies. The main units of renewal are the concepts of “competence” and “competence”, which become integrative indicators for assessing the quality of education [K.E. Bezukladnikov, 2010].

The competence-based approach, as applied to the theory and practice of legal education, in addition to its inherent concepts, is based on the methodological and conceptual apparatus of the already established personality-activity and personality-oriented approaches.

Fundamental provisions of the theory of activity and their application in the concepts of educational and professional activity, the personality-activity approach, the essence of which is laid in the works of leading psychologists (B.G. Ananiev, L.S.Vygotsky, A.N. Leontiev) is a theory, a key the direction of which is the doctrine of the leading role of activity in the process of personality development.

Personality-oriented approach, the backbone of which is the personality as a “subject of cognition”, its development, self-knowledge, self-education; personality development in ontogenesis is based on the provisions of humanistic pedagogy, individual and differentiated approaches to solving pedagogical problems.

This approach considers personality as a goal, the main criterion and the result of its effectiveness.

The implementation of this approach “does not set as its goal the formation of a personality with predetermined properties, qualities, training, preparedness, and not even the formation of a personality image” [Zeer, 2005].

The personality-oriented approach is designed to create conditions for the full development of a person's psychological resource, the realization of his need for self-determination, self-change, self-fulfillment and self-actualization.

An interdisciplinary approach, the reliance on which is due to the very nature of legal competence / competences, which, as shown earlier, are of a key, interdisciplinary, metasubject nature.

The concept of pedagogical interaction and cooperation of subjects in achieving strategic and tactical goals, individual and personal growth of subjects of pedagogical activity as the basis for the modernization of the education system, its directed systemic changes.

An interactive approach, the implementation of which will optimize the process of competence training of a graduate of an educational institution of a pedagogical profile. Central to the interactive approach is the interdisciplinary concept of "interaction" (from Latin *inter* - between, *actio* - action, activity; English *interaction* - interaction, impact on each other). In the context of our research, we consider "pedagogical interaction", interaction in the educational process. The concept of "interaction" corresponds to the concepts of "interaction", "dialogue / dialogism", "cooperation" and "co-creation".

Provisions of the theory of legal consciousness and legal culture, as elements of social consciousness and universal culture; conceptual provisions of the theory of teaching legal disciplines and methodological training of future teachers.

The legal system as an information and regulatory system of society, determined by the socio-economic system, just like the pedagogical (educational) system, develops openly, nonlinearly, multivariate and non-equilibrium, has the ability to self-development and self-organization. The openness of the legal system is based on the constant exchange of ideas of the science of law with various scientific areas (philosophy, sociology, etc.) and the social environment, social systems: moral, political, economic, etc.

Legal education, from the standpoint of a synergistic approach, is a complexly organized system consisting of interacting elements of its content (branches of law, legal regulations), forms (legal acts of contracts, etc.).

RESULT AND DISCUSSION

On the basis of the theory of upbringing and personality development, it can be argued that the process of forming the legal competence of students in pedagogical directions requires taking into account the psychology of personality development, its voluntary activity, in which the pursued goal is realized and there is the possibility of monitoring the progress of the unfolding processes. In the context of our research, we are talking about the conscious behavior of a person, aimed at mastering legal competencies in order to implement them in further pedagogical activity.

The process of forming the legal competence of students of pedagogical directions is consistently unfolding in accordance with the logic of internal (mental) and external (objective) circumstances of place and time. The interaction of these processes and circumstances is one of the mechanisms for the formation of legal competence. In fact, we are talking about a complex, detailed chain of causes and effects, in which subjective and objective elements are intertwined. The mechanism of formation of the legal competence of students of pedagogical specialties is based on the same psychological elements (processes and states) as any mechanism of personality behavior: needs - potentialities - value orientations - decision making - strategy - tactics - choice of means - implementation - reflection - adjustments. Based on the scheme of the mechanism for the formation of legal competence, it is possible to determine the problem nodes of this process, directions, means and methods of purposeful influence on the process, etc. [Panova, 2002].

Here the situational approach comes into play, the essence of which is that when organizing the process of forming legal competence, one cannot proceed from any theoretical prescriptions, using universal techniques to solve a specific problem. The situational approach recognizes that although the general process is the same, the specific techniques that the teacher should use to achieve the goals - the development of legal competence, the achievement of its metalevel, as well as the achievement of social competence of students, can vary significantly.

CONCLUSION

Despite some differences in meanings, the essence of the approaches that make up the methodological basis of the process of forming the legal competence of students in pedagogical directions remains the same: the disclosure and development of the potential of the personality of each young person, his legal culture, its implementation in life creation, in achieving a new quality of professional competence at the meta-quality level.

To optimize this process, it is necessary to create new concepts, new teaching technologies based on the implementation of an interactive approach, interactive interaction.

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